# ALLIANCE ALLIANCE

Looking Back, *Moving Forward.* 

## Objectives and Meeting Agenda

- Welcome and Introductions
- 2. Dashboard Demonstration
- 3. Data Analysis and Research
- 4. Discussion

The Utah Data Alliance (UDA) is a multiagency, comprehensive data system that enables examination of educational progress and outcomes longitudinally from childhood and K12 through postsecondary and into the workforce for measuring program success and identifying better policies and practices.

### Data Sources for Longitudinal Analysis

### K12 Education

41 school districts

80+ charter schools

School for the Deaf and Blind

Youth in Custody

Adult Education

Career and Technical Education



Utah System of Higher Education (USHE)

Utah College of Applied Technology (UCAT) National Student Clearinghouse (NSC)

Workforce

Wages

Temporary Assistance for Needy Families (TANF)

Supplemental Nutrition Assistance Program (SNAP)

Trade Act Program (TAA)

Unemployment Insurance

### Selected Data Availability

Demographics (age, gender, race, ethnicity)

Milestones (Graduation, GED completion)

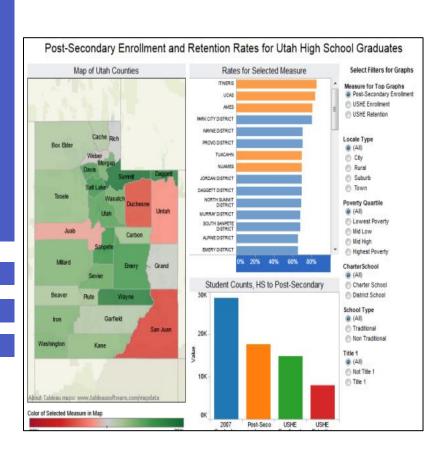
Academic Achievement (GPA, course grades)

Program enrollment (special education, free and reduced lunch, social service programs)

Wages by Quarter and Year

## Using UDA Data

### Interactive Dashboards Research and Analyses



### UTAH STATE OFFICE OF EDUCATION

2007 Enrollment and Retention in Institutions of Higher Education

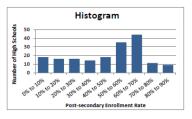
### C11 Indicator: Post-secondary Enrollment Rates of High School Graduates

In order to gain information about post-secondary enrollment and to fulfill federal reporting requirements, USOE and USHE combined 2007 high school graduate data with higher education enrollment data and matched them at the student level. Using the resultant data set, it is possible to calculate the percentage of high school graduates who enrolled in an institution of higher education (IHE) within 16 months of graduation. These percentages were calculated at the school and district levels. The Utah Data Alliance (UDA), which is currently in development, will allow more detailed demographic and longitudinal analyses to be performed in the future.

Statewide, the post-secondary enrollment rate of 2007 graduates was 62.1%. The median school rate was 52.4%. Overall, there was no statistical difference between enrollment rates of graduates from charter schools and graduates from school districts. Table 1 displays the ten schools which had the highest rates of those with n sizes greater than ten.

High School	Post-secondary Enrollment Rate				
Itineris Early College High*	85.4%				
Skyline High	84.6%				
Park City High	84.0%				
Utah County Academy of Science (UCAS)*	83.7%				
Timpview High	81.5%				
Academy for Math, Engr, & Science (AMES)*	80.7%				
Brighton High	80.6%				
Olympus High	80.5%				
Alta High	76.7%				
Bingham High	76.5%				
STATEWIDE	62.1%				

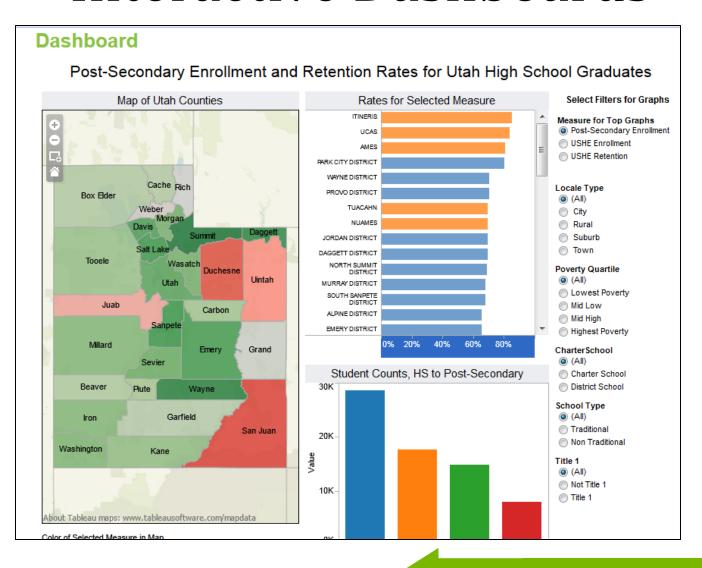




\*It is notable that some of the highest ranking schools are charter schools that are partners of the Early College High School Initiative. These schools focus on early college

Below, Figure 2 displays the post-secondary enrollment rates for high schools grouped by locale. While the difference in rates between urban (city and suburb) and rural (town and rural) locales is statistically significant (p < 0.0001), the difference was found to be less than ten percent

### Interactive Dashboards



### Dashboards Here

# Research and Analysis



## Future Analyses

Topic	Data Sources							
	K12	AE	YIC	USHE	UCAT	' NSC	DWS	Other
Dropout Reengagement in Adult and Postsecondary Education	X	X		X	Х	X		
Out-migration of Utah's K12 students to postsecondary institutions outside of Utah	X			X	X	Χ		
Utah private college and out-of-state graduates return to the Utah workforce	Χ			X		Χ	X	
The relationship between high school science performance, concurrent enrollment science performance, college major, and degree awarded in STEM	X			Χ	Χ	Х		
Relationship between the National School Lunch Program, Pell eligibility, and TANF eligibility	X			X	X			
Investment in education during a recession	X	Χ	X	X	X			BLS, Census
Chronic absenteeism and college going	X			X	X			
Postsecondary enrollment trends of students identified as special education	X			X	X	Χ		
The relationship between language immersion programs and college major and degree	X			X				

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